



2-1948

Supplement to Bulletin, February (1948)

Moorhead State Teachers College

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Recommended Citation

Moorhead State Teachers College, "Supplement to Bulletin, February (1948)" (1948). *The Bulletin (Newsletter/Journal)*. 86.

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Two Workshops - First Session

June 14 to July 16

Moorhead State Teachers College

SUPPLEMENT TO BULLETIN

February, 1948

I. Helping Teachers Understand Their Pupils

II. Education for International Understanding

Credit—8 quarter hours each.

Students will not be permitted to take additional credit courses, but there will be ample opportunity for recreation and social affairs—parties, picnics, outings, swimming, music, and lyceum entertainment. The cost is the regular tuition fee.

I. WHY A WORKSHOP ON UNDERSTANDING PUPILS

Teachers frequently find their understanding of and skill in guiding their pupils limited. This limitation may be attributed to the fact that the knowledge of the dynamics underlying human development and behavior which teachers may have acquired is not very well integrated in their minds. Few teachers have had sufficient training to sense what must be known about an individual in order to interpret his motivation; few have acquired practical skill in gathering needed information about pupils—information that is essential to valid interpretations of their abilities and behavior; few have had sufficient practical training to enable them to see the meaningful relationships between the facts about a given pupil and pertinent scientific generalizations about human behavior; and few teachers have had courses which have emphasized not only optimum materials and methods but also the scientific knowledge needed in diagnosing a pupil's developmental tasks, adjustment problems, defenses, or abilities. It is the purpose of this workshop to fill the need implied.

WHO MAY ATTEND

This workshop will be limited to forty-five experienced teachers, supervisors, and administrators. Those applying must have at least a two-year diploma and one year of teaching experience. This workshop is designed for teachers of pupils at all levels of maturity from the nursery school through high school.

ORGANIZATION OF THE WORKSHOP

The Philosophy and Background of Human Growth and Development—A number of lectures with discussion designed to acquaint teachers with the meaning of human growth, development, motivation, learning, and behavior will be conducted. Topics, such as the child as an energy system; developmental tasks; human needs; class, caste and family patterns; the self; physical, mental, social, and emotional growth and development and their interrelatedness will be covered.

Techniques for Studying Pupils.—By means of examining case histories, records and reports, and by lectures, discussions and practice special attention will be given to tried methods of gathering, interpreting, and applying information about children. Among these are such techniques as writing anecdotes, interviewing, visiting homes, and sociometrics. Attention will also be given to the Wetzell Grid for Evaluating Physical Fitness.

A large number of carefully selected books, pamphlets, reports, and magazine articles on human growth and development will be placed on reserve for the convenience of those attending. A group of children will attend the Laboratory School for part of the session. This will enable members of the workshop to study children first hand. Several movies on child growth and development will be used for supplementary study.

Special Problems.—Members, as individuals but preferably in small communities, will be encouraged to study intensively special problems of interest to them, such as the spoiled child, the only child, the shy child, the aggressive child, child tears, group dynamics, and co-operative classroom planning.

THE WORKSHOP STAFF

This workshop will be conducted by two members of the Moorhead State Teachers College staff, Mrs. Jessie Knapp Steele and Dr. A. M. Christensen. Dr. A. M. Christensen, head of the Division of Professional Education, spent one year in the Collaboration Center in Human Growth and Development under Daniel A. Prescott at the University of Chicago. He with two other faculty members has conducted workshops in Helping Teachers Understand Their Pupils during the past two summers. Jessie Knapp Steele, principal of the College Elementary School, who holds her higher degree from the University of Chicago, has had wide experience as a teacher and principal, and has also studied under Dr. Prescott and others who are specialists in child development and the curriculum. While in Chicago, she spent two years working in the University of Chicago field program in child development and curriculum. Also she recently spent two weeks working in the University of Texas field program in child development and the curriculum.

II. EDUCATION FOR INTERNATIONAL UNDERSTANDING

The Greatest Challenge to Education.—The greatest challenge to education today is to contribute as effectively as possible to bring about international understanding and to achieve world peace. The National Education Association, recognizing the need to meet this challenge, has had three committees at work for two years preparing recommendations to all elementary and secondary school teachers as to what to teach about international relations. This study does not

call for a new course but does suggest materials and learning experiences to be integrated with the regular school curriculum. The objective of this workshop will be to help teachers to prepare instructional materials that they can use in their own class rooms. Individual work will be supplemented by class lectures to give students the background needed to teach better international understanding.

WHO MAY ATTEND

This workshop is offered primarily for teachers who have had one or more years of experience, either in the elementary or secondary field, and who are interested in doing more effective work in contributing to educating for peace and world understanding. Teachers in the fields of English, Social Studies, Science, or any other subject are eligible to enroll. The workshop should be particularly helpful to teachers who are planning a revision of the school curriculum.

WORKSHOP PROCEDURES

Lectures.—The three faculty members in charge will lecture on subjects that will give the student a better understanding of the crisis confronting the world, the goal we should seek, the possibility of eliminating war, the power of education to achieve peace, the culture of other peoples, the common humanity which underlies all differences of culture, the United Nations, and what the individual can do to help solve world problems.

Discussion Periods.—Discussion on many problems will follow lectures, readings, and survey of teaching materials.

Materials and Methods.—Presentation of materials and methods of teaching at various levels, and the actual laboratory use of these materials will be a very necessary part of the workshop.

Individual and Group Work.—Work on one's own teaching problems and the preparation of usable units adapted to teaching needs will comprise a large part of the work.

THE WORKSHOP STAFF

The Workshop on Education for International Understanding will be conducted by two regular members of the Moorhead State Teachers College faculty and one visiting expert consultant, who will be appointed at a later date. Dr. Joseph Kise will be in charge of the workshop. He was consultant to the N. E. A. Committee on International Relations last year in the preparation of a book to be published by the N. E. A. on Education for International Relations: He has also written a series of booklets in the field of international relations. Dr. Paul Heaton, who has his doctor's degree from the University of Chicago, will lecture on the economic aspects of our international relations.